Index

(Page numbers in italics indicate material in figures or tables.)

ADHA, comorbidity with dyslexia, 260
Alexander, A. W., 93
Alphabet, teaching the, 14
Alphabet code, phonemes as basis for, 79
Associated Marine Institute (AMI) programs for juvenile offenders, 111–16
Association: children's use of selective, 8–9; learning by selective, 8–10
Auditory Discrimination in Depth (A.D.D.) program, 78, 93
Automaticity, 17
Automatization deficit hypothesis, 261. *See also* Skill automatization problems

Babbling in infants, 278
Barr, R., 92, 93
Berninger, B., 24
BookWise computer reading system, 163; diagnostic correlates of reading enhancement using, 171–76; effects on reading performance, 167–70; to supplement adult remediation, 180–82; use of (in the workplace), 176–77, *178*, 179–80; users' evaluation of, 170–71
Brain. *See* Cerebellum; Dyslexic cerebellar impairment hypothesis
Briggs, D., 23
Bureau of Education for the Handicapped (BEH), 38–39, 41

Carlisle, J., 103
Carlisle, J. F., 225, 226
Carpenter, P. A., 126, 147
Cerebellum: age and the, 274; automatization and, 262; function of the, 261–62; language development and, 262; symptoms of dysfunctioning, 263. *See also* Dyslexic cerebellar impairment hypothesis
Certification requirements for teaching reading and writing, 24–25
Cipher: acquired by reading, 16; dyslexia and, 13; English orthography as a, 11; pseudowords and, 14
Cognitive abilities: gender differences in (in LD twin pairs), 241–45, *246*, 247, *248*, 254–56; in same-sex twins, 249, *250*, 251, *252*; gender difference patterns in, 251–53, *254*
Cohesion analysis, 125, 126, 153–54
College students with learning disability, 123, 124
Comprehension, discrepancies between listening and reading, 57
Computer-based support for reading and spelling, 279
Computer readers to enhance reading ability, 162–71. *See also* BookWise computer reading system
Computer reading systems, 160; people who can benefit from, 183–85
Computers, handwriting and, 32
Computer speech synthesizers, 160–61; to improve reading comprehension, 161, 162–71
Consonant-vowel (CV) diphone, 75
Context, usefulness of (in learning to read), 10
Cost per pupil in reading remediation programs, 93
Curriculum, mismatch between disabled students' needs and, 98–99. *See also* Structured language curriculum

Dale, N., 77–78
Decoding, 11; correlation with comprehension skills, 4–5; early acquisition of, 5; phonemic awareness and, 17
DECtalk speech synthesizer, 163
De Hirsch, K., 44

Disadvantaged students, 100. *See also* Juvenile offenders
Donohue, J., 74
Dysgraphia, 24
Dyslexia: challenge to notion of, 91; definition of, 98; developmental, 259–60; diagnostic guidelines for, 63–65; diagnostic procedures for, 55–57; diagnostic profile in, 57–58 ; failure to master the cipher and, 13; intervention for, 65–68; morpheme recognition as a reading strategy in, 222; motor skills deficit and, 260; nonphonological deficits and, 260–61
Dyslexic cerebellar impairment hypothesis, 262, 280; testing of the, 263–69, 270, 271, 272–74, 275; interpreting results of the tests of the, 276–77
Dyslexic children: computer readers to increase reading comprehension of, 161; handwriting and, 31–33; preschool instruction for, 44. *See also* Language-disabled children
Dyslexic readers: characteristics of, 51; results of use of BookWise system by, 181–82, 183; skill profile of, 56–57; spelling and, 61–62; training to improve morphological awareness of, 103–104; word analysis and, 62–63; word recognition by, 60–61
Dyslexics' reading problems, relation of cerebellar difficulties to, 277–80

Education for All Handicapped Children Act, 39
Ehri, L. C., 65, 67
Elbro, C., 103–104, 217
English orthography: as a cipher, 11; irregular words in, 16–17
English spelling code, 76–77
Errors (in reading, spelling, and naming), morphologically based, 212

Federal government, education of the handicapped and, 38–40
Fowler, A. E., 225–26
Frith, U., 65–68

Gender differences in cognitive abilities: in opposite sex twins, 241–45, 246, 247, 248, 251–56; in same sex twin pairs, 249, 250, 251, 252
Grades, handwriting and, 23
Graham, S., 32
Grouping of students, 41–42. *See also* Inclusion.

Handedness, teaching of handwriting and, 30–31, 32–33
Handicapped children. *See* Inclusion
Handwriting certification requirements for teaching, 24–25; cursive, 29–30; direct early teaching of, 22–23; D'Nealian, 28; handedness and the teaching of, 30–31, 32–33; inconsistency in teaching of, 25; manuscript, 26, 27–29; reasons for insufficient attention to, 223–26
Handwriting program, planning a, 26
Hindman, S. 92

Inclusion, 37–42, 45–47; current status of, 42–43; teacher education and, 43–45
Individuals with Disabilities Education Act (IDEA), 39
Infants, early articulatory and manual skills development, 278
Inflections, reading accuracy of, 225

Just, M. A., 126, 147
Juvenile offenders: AMI program for, 111–16; curriculum for,, 97, 110–11; educational rehabilitation for, 111–12

Kantor, M., 103
Katz, R. B., 192, 201

Language, beginning acquisition of, 5
Language ability, cohesion analysis and, 125–26, 153–54
Language curriculum. *See* Structured language curriculum
Language data, tools for analysis of, 130–37

Language development, personality issues that effect, 138
Language-disabled children: knowledge of derivational morphology and, 103; teacher training and, 43–45
Language processes, dynamic assessment of, 125–26
Language samples, case studies in analysis of, 141–52
Language teaching, structured, 101
Laterality. *See* Handedness
Learning: kinesthetic, 22; by selective association, 8–10
Learning-disabled (LD) children, handwriting and, 31–33
Learning Skills Assessment at York University, 124–25; illustrative cases, 127–30, 141–52; miscue analysis in, 130–31; rationale for, 125–27; scoring in, 133–37
Lesgold, A., 153
Letter names, 82
Letters: children's beginning knowledge of, 16; learning shapes of, 279; phonemes and, 11, 16; variable correspondence between phonemes and, 16; words and, 10–13
Liberman, I. Y., 103, 225–26
Lindamood, G. H., 78, 93
Lindamood, P. C., 78, 93
Listening comprehension: intelligence and, 58–59; reading comprehension and, 57
Literacy, emergent, 5–7

MacArthur, C., 32
McCutchen, D., 24
McGuinness, C., 74
McGuinness, D., 74, 75
Mahony, D. L., 223
Mainstreaming. *See* Inclusion
Mann, V. A.,. 223
Metalinguistic skills, cues to, 139
Miscue analysis, 124, 130–32
Miscues in oral reading, patterns of, 124, 132, 141, 149–50, 154–58
Morpheme awareness, 103–104; reading and, 222, 226–35, 235–37; spelling and, 102, 226, 231, 233–34, 236–37
Morpheme recognition, 213; as a reading strategy, 222, 223–27
Morphemes, 210
Morphological analysis: as a word decoding strategy, 212, 214–17; as a strategy in text reading, 217–22
Morphological awareness, 223–27
Morphology, 210; problems with, 102
Motor skill deficits, dyslexia and, 260
Multisensory approach, 44
Mumpsimus in education, 46–47

Naming: phonological deficiencies and errors in, 201–202; relationship between reading and, 195–96
Naming deficits, 190–93
National Association of State Boards of Education (NASBE), 41
National Education Association (NEA), 40
National Joint Committee on Learning Disabilities (NJCLD), 44–45
Nolen, P., 24
Nonsense words. *See* Pseudowords

Object naming, 190. *See also* Naming; Naming deficits
Ogden, S., 92
Oral reading: for miscue analysis, 124; miscues in, 124, 130–31, 141, 142, 146, 149–50

Parents: as partners in remediation, 79–80, 94; reading to children by, 6–7
Patterson, P A., 103
Perfetti, C. A., 153
Petersen, T., 217
Phoneme-grapheme correspondences, problems with, 62
Phoneme-grapheme relationships, 79
Phonemes: as basis for the alphabet code, 79; letters and, 11, 16; as units of the English writing system, 77

Phonemic awareness, 14–17, 76, 103; poor decoding and lack of, 74; in predicting reading, writing, and spelling disabilities, 101
Phonemic awareness test, dynamic, 126
Phonetic errors, 190–91
Phonics: the cipher and rules of, 13; as panacea, 14
Phonics instruction, 16
Phonics programs, 78
Phono-Graphix™ linguistic program, 73, 77; gains per clinical hour and, 93; goals of, 79–80; procedure in, 81–86; results of using, 86–91
Phonological awareness, 3; dyslexic students and, 62; early deficits in, 279; training in alphabet principle combined with training in, 74
Phonological coding by dyslexic children, 63
Phonological core deficit, 279
Phonological deficit hypothesis, 260
Phonological deficiencies, naming errors and, 201–202
Phonological processing deficit as core problem, 117
Productivity, 213
Pseudowords: cipher knowledge and reading of, 14; difficulty in reading, 62–63; orthography and reading of, 12
Public Law 94–142, 39

Readers: lack of awareness of language structure by poor, 101; naming deficits in, 190; use of morphological analysis by, 213
Reading: acquiring the cipher by, 16; developmental strategies for, 65–68; emotional factors in, 140; major cause of problems with, 93; morphology and, 210–12; naming and, 195–96, 200–202; pretend, 6; receptive skills in, 137–38; re-presentation elements in analysis of, 137–41; simple view of, 4–5; use of root morphemes as compensatory strategy in, 103–104. *See also* Text reading
Reading achievement, predictors of, 14, 74
Reading acquisition, developmental phase of, *66*
Reading aloud to children, 6–7
Reading comprehension: computer speech synthesizers to improve, 161, 162–71; of dyslexic students, 59–60; listening comprehension and, 57; morpheme recognition and, 213; morphological analysis and, 212
Reading errors, morphologically based, 212
Reading remediation: cost per pupil in, 93; parents as partners in, 79–80; for poor readers, 91
Reading research, best known finding of, 74
Reading scores, deterioration of U. S., 97–98
Reading skill, predictor of, 14, 74
Reading strategy, morpheme recognition as a, 222, 223–27
Ruben, H., 103

Semantic errors, 190, 191
Semantic and phonetic resemblance, measures of, 198–200
Shanahan, T. 92, 93
Skill automatization problems, 280. *See also* Automaticity; Automatization deficit hypothesis
Spector, J., 126
Speech perception, motor theory of, 279
Speech synthesizers/ *See* Computer speech synthesizers
Spelling, 13; dyslexic students and, 61–62; irregularities in, 210; morpheme awareness and poor, 102; morphology and, 210–12; morphological analysis and, 213; resistance of (to remediation), 279. *See also* English orthography; Orthography
Spelling alternatives, 77

Spelling errors, morphologically based, 212
Structured language curriculum, 105; content of, 105–107; implementing the, 109–10; objectives for specific population, 107; pilot study of, 110–14; results of using, 114–17; student materials in, 107–108; what teachers need for, 108–109
Syntax, problems with, 102
Syntax competence, cues to, 140

Teacher education, language-disabled students and, 43–45
Teachers, training in teaching of handwriting for, 24–26
Teachers Corps, 39, 41
Team teaching, 42
Tennessee Center for the Study and Treatment of Dyslexia, 53, 54; definition of dyslexia and, 55; diagnosis of dyslexia at, 57–65; outcomes of work at, 68–69
Text reading, morphological analysis as a strategy in, 217–22
Text window, reading with a manually advanced, 218–19, *220*
Time estimation deficit, 262
Transparency, 212–13
Truch, S., 93
Turner, S. D., 92
Twin studies, 241–56

Vision therapy, 91–92

Whole language programs, 99
Word analysis, dyslexic students and, 62–63
Word decoding: morpheme recognition in, 213; morphological analysis and, 212, 214–17; morphological awareness and, 224
Word recognition: danger of ignoring poor, 105; by dyslexic students, 60–61
Words: learning to read the first, 7–9; letters and, 10–13; novel, 10; sight reading of new, 8
Writing. *See* Handwriting
Writing systems, 75–76
Written language: acceptance of errors in, 117; acquisition of, 99–100

York University Learning Disability Programme (LDP), 123